REMARKS

Claims 1-19 are pending with this paper. Claims 1-18 are rejected by this Of ice Action under 35 U.S.C. §103(a). The Applicants are adding claim 19.

The Applicants thank the Examiner for acknowledging the list of certifiec copies in support of the application's priority under 35 U.S.C. § 119 and the amendment to the t tle.

Other Amendments

The Applicants are amending claim 1 to replace "information" with "received information" in element (a) as supported by the antecedent basis. The amendment clarifies the distinction between "received information" in element (a) and "information" in e ement (c). Similarly, the Applicants are amending element (c) in claim 10. The Applicant; are also amending claims 1 and 10 to provide sequential labeling of the elements. The Applica its are also amending claims 1 and 10 by replacing "analyzing active pieces of remediation withii a concept hierarchy" with "analyzing the active pieces of remediation within the concept hierarchy" because a proper antecedent basis has been established for "the active pieces of inforn ation" and for "the concept hierarchy."

Claim Rejections - 35 U.S.C. §103

Claims 1-18 are rejected under 35 U.S.C. 103(a) as being unpatentable over US 5,372,507 (Goleh) in view of US 5,701,400 (Amado) in further view of WO 97/447(6 (Cook).

The Applicants are amending claim 1 to include the feature of "determinii g training needs of a student from the received information" which is supported by the speci ication as originally filed, e.g., page 17, line 35 – page 18, line 7. For example, the Profiling (omponent analyzes received data to determine specific training needs of a student. The Applica; ts are also amending claim 1 to include the feature of "determining how much work is corre :t by each concept of a plurality of concepts within a concept hierarchy to identify active pieces of remediation, the work being submitted by the student" which is supported by the speci fication as originally filed, e.g., page 19, line 24 – page 20, line 13. For example, concepts rel. ted to the journalization activity include a plurality of concepts such as Debits, Credits, ınd Asset Accounts. The Office Action alleges that (Page 3.):

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However, Goleh doesn't explicitly teach receiving, by a goal based lean ing system, information indicative of a goal while Amado teaches, (a) receiving, t y a goal based learning system, information indicative of a goal (Brief Summary T ast, paragraph 58, "The Neuralyst for ... Uses Excel macros")

The Applicants believe that the referenced identification in Amado is incorrect ai d that the Office Action is referring to column 7, lines 7-14. The Applicants are responding a :cordingly. Amado does teach (Column 7, lines 7-14):

> The Neuralyst for Windows™ neural network tool by Epic Systems Corp of Sierra Madre Calif. is a general-purpose neural network engine with Micro oft Excel integration. Provides serf-programming neural network. Allows user to act as coach by providing data and setting goals for program to learn. Rep rts continuously on performance. Allows user to develop expert systems, patiarn recognizers, outcome predictors and risk evaluators. Uses Excel macros.

The above disclosure in Amado allows a user to act as a coach by providing data tl at may be related to a goal. However, Amado fails to teach or even suggest the feature of "d :termining training needs of a student from the received information." The Office Action furtlier : lleges that (Page 3 – page 4):

> Cook et al teaches, evaluating progress toward the goal (page 10, lines 24-31, "A further important ... student's pedagogic characteristics") further incluc es: analyzing active pieces of remediation within a concept hierarchy (page 11, li ies 1-9, "Notations are augmented ... customized by teachers"; page 12, lines 3- 21, "An object of ... oriented database system"; page 101, lines 33-37, "the stuc :nt data ... data retention and"; page 102, lines 1-13, "privacy policies, the ... installing new materials"; page 133, lines 1-5, "The method according ... statistical pattern recognition")

The above disclosure in Cook merely teaches about notations that "classify sections o : materials which are educationally significant student sections." However, Cook fails to teach he feature of "determining how much work is correct by each concept of a plurality of concep s within a concept hierarchy to identify active pieces of remediation, the work being submit ed by the student."

Similarly, claim 10 includes the features of "logic that determines training leeds of a student from the received information" and "logic that determining how much work is correct by each concept of a plurality of concepts within a concept hierarchy to identify active pieces of remediation, the work being submitted by the student." Because claims 2-9 depend fr m claim 1
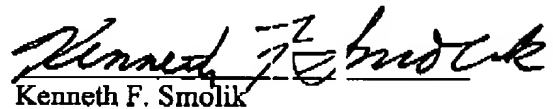
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and claims 11-18 depend from claim 10, claims 2-9 and 11-18 are patentable for at least the above reasons. The Applicants request reconsideration of claims 1-18.

CONCLUSION

The Applicants are adding claim 19, which is supported by the specification a originally filed. All objections and rejections have been addressed. Hence, it is respectfully sub nitted that the present application is in condition for allowance, and a notice to that effect i; earnestly solicited.

Respectfully submitted,

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